

Washington State Board of Education  
Regular Meeting  
Olympia School District Board Room  
January 14-16, 2002

**MINUTES**

Sunday, January 13, 2002

A special meeting of the State Board of Education was called to order at 4:00 p.m. at the Ramada Inn Governor House by Board President Bobbie May.

Members Present: Phyllis Bunker Frank, Gary Gainer, Linda W. Lamb, Bobbie May, Warren T. Smith Sr., Carolyn Tolas, and Ron Woldeit

Member Absent: Tom Parker

The purpose of the meeting was to conduct interviews of candidates for appointment to the Sixth Congressional District position on the State Board. Five interviews were conducted prior to the dinner break at 6:30 p.m. A final interview was conducted immediately following dinner. President May called the Board into executive session at 7:30 p.m. to discuss the candidates' qualifications. President May reconvened the Board in public session at 8:05 p.m. for the purpose of officially selecting a candidate. The Board voted to appoint Kenneth D. Ames to the Sixth Congressional District position on the State Board, the term of appointment to end the second Monday of January 2003. Meeting adjourned at 8:08 p.m.

Monday, January 14, 2002

Members Present: Phyllis Bunker Frank, Gary Gainer, Linda W. Lamb, Bobbie May, Tom Parker, Warren T. Smith Sr., Carolyn Tolas, Ron Woldeit, Superintendent of Public Instruction Terry Bergeson, and Student Representatives Lacey Androsko and David Peterson.

Staff Present: Larry Davis, Patty Martin, Pat Eirish, Laura Moore

President Bobbie May called the meeting to order at 8:35 a.m. Gavels were presented to Immediate Past President Gary Gainer and President Bobbie May. Superintendent of Public Instruction Terry Bergeson administered the oath of office to Board members Bobbie May and Phyllis Bunker Frank.

**Motion:** Moved by Mr. Woldeit and seconded by Mrs. Lamb to accept the resignation of Jonathan T. Harris from his seat representing the Sixth Congressional District. Motion carried.

**Motion:** Moved by Mrs. Frank and seconded by Mrs. Lamb to appoint Ken Ames to fill the unexpired term in the Sixth Congressional District ending the second Monday in January 2003. Motion carried.

Superintendent Terry Bergeson administered the oath of office to Mr. Ames.

Olympia Superintendent William Lahmann welcomed the Board members to the school district. He reviewed plans for the remodel of the Esther Knox Building. Mr. Lahmann also reviewed the Avanti High School Program along with other programs in the district.

## **REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION**

Superintendent of Public Instruction Terry Bergeson presented information regarding the WASL challenges and the Elementary and Secondary Education Act Reauthorization (No Child Left Behind H.R. 1). The federal government is in the investment business for programs that will help students. Washington State is in a very good position to implement the federal legislation. Dr. Bergeson's federal liaison, Shirley McCune, was able to provide information to Dr. Bergeson on the changes contained in the bill. There are many questions that are not answered in the bill such as what are the target goals, etc. The state plan has to be submitted by April of this year. The bill has wiggle room as far the type of testing, not specifically stated as criteria referenced testing. Over 50% of the Office of the Superintendent of Public Instruction budget comes from the federal government; average to school districts is 7% of their budgets.

### ***H.R. 1—No Child Left Behind Act***

Major focus: provide all children with a fair, equal, and significant opportunity to obtain a high-quality education. The federal legislation will not allow states to supplant the federal funds for state funds; the federal funds are in addition to the state funds. The law will look at teacher credentialing; out of endorsement/assignment teaching; professional development opportunities, etc.

Implementation strategies: high quality assessments; accountability systems; teacher preparation and training; curriculum and instruction aligned with state standards; meeting the needs of low-achieving children—LEP, migrant, children with disabilities, Indian children, neglected and delinquent children, and children in need of reading assistance; closing the achievement gap—between minority and nonminority, and disadvantaged and advantaged peers; holding schools, LEAs (local education associations), and SEAs (state education associations) accountable for children's academic achievement; significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;

affording parents substantial opportunities to participate in the education of their children.

Organization of the Act: Title 1—improving the academic achievement of the disadvantaged including improving basic school programs; student reading skills; Even Start Family Literacy programs; improving literacy through school libraries; education of migratory children; neglected and delinquent children; national assessment of Title 1; comprehensive school reform; advanced placement; school dropout prevention. Title 2—preparing, training, and recruiting high-quality teachers and principals. Title 3—language instruction for limited English proficient and immigrant students. Title 4—21<sup>st</sup> century school. Title 5—promoting informed parental choice and innovative programs. Title 6—flexibility and accountability. Title 7—Indian, native Hawaiian, and Alaska native education. Title 8—impact aid. Title 9—general provisions.

Key provisions: adequate yearly progress; safe harbor; state testing requirements; testing criteria requirements; testing of students in English; school improvement; state and LEA report cards; highly qualified teachers; qualified teachers; English language acquisition; technology funds; scientifically based research instruction and programs; and immediate implementation.

Dr. Bergeson will be asking the State Board for letters of support for the projects/grants for which the state will be applying. The Board needs to support how Dr. Bergeson will be spending the funding and not supplanting of state funds.

For adequate yearly progress the baseline can be the lowest achieving ethnic group or lowest achieving schools. You will have to start raising the goals after two years and every three years thereafter.

Dr. Bergeson reviewed WASL results. There is an anomaly that shows up at the 7<sup>th</sup> grade where test scores seem to go down after gains achieved at the elementary levels. The test scores at the tenth grade again rise. Washington students do well on the SAT, ACT, and advanced placement tests. ITBS/ITED scores are also rising.

Continue achievement gains: all grad levels (greatest gains at high school); ethnic/minority and gender groups (gap persists); and students in special education, bilingual. Focus on reading helped 188,087 kids gain this fall. Only the seventh grade showed any losses in reading and mathematics. At the high school level, about 28% of students passed all four parts of the WASL.

In Washington State, 11.8% of all K-12 students receive special education services (mild to complex). Approximately 6.7% of all K-12 students receive bilingual education services. The students in special education who took the 4<sup>th</sup> grade WASL showed major improvements. In bilingual education the students who took the 10<sup>th</sup> grade WASL, there were significant gains.

New reading and math goals for 2003-04:

4<sup>th</sup> Grade—Reading 66.1% to 74.6%

4<sup>th</sup> Grade—Math 43.4% to 57.6%

7<sup>th</sup> Grade—Reading 39.8% to 71.8

7<sup>th</sup> Grade—Math 38.9% to 54.2%

10<sup>th</sup> Grade—Reading 62.4% to 71.8%

10<sup>th</sup> Grade—Math 38.9% to 54.2%

HB 1209: The EALRs and assessments are to serve multiple purposes. Implications: dual purposes for the assessments—system accountability; student accountability. Both at “internationally competitive levels.”

What actions has the State Board taken? In June 2000 adopted a rule that included CoM to be a graduation requirement for the class of 2008 subject to a final validity and reliability determination to be made prior to September 2004; initial CoM to include reading, mathematics, writing, and communications; created a CoM study committee for determination of validity and reliability; WASL results on the transcript in 2007. There needs to be an alternative route for those students who have test anxiety, don't do well on tests, etc., but know the material.

What actions need to be taken: finalize criteria for obtaining CoM; work with higher education and community leaders to provide incentives and lower-stake requirements before it is a graduation requirement; provide state-funded retake opportunities; identify alternative strategies to show mastery; develop Special Education and English as a Second Language (ESL) graduation guidelines; improve dropout data; and provide technical assistance for schools to help kids who do not initially meet the standards. Options to consider for defining the CoM: a current model—conjunctive: must achieve mastery of the standards in four areas; possible alternative—partially compensatory: must achieve same overall cumulative as in current model, higher scores may compensate for lower scores in the individual subjects. By using the partially compensatory model, the 10<sup>th</sup> Grade 2001 scores would have allowed 51% of students taking the test to graduate without any retakes.

Benefits of a partially compensatory model: recognizes that individuals have different strengths; provides flexibility while maintaining standards for basic knowledge and skills; graduation will be dependent on a cumulative total of WASL skills, not a single score; similar approach used in other high-stake tests (e.g., SAT) and GPAs. Possible incentives before CoM is a graduation requirement: transcripts, scholarships, community or technical college placement; 4 year admission consideration; Running Start requirement; 4 year admission requirement; apprenticeship consideration. Any use of portfolios or projects has to be evaluated by teachers trained in assessment who will not only assess the work done but that it has been done by the student.

## **GENERAL ADMINISTRATION**

President Bobbie May and Executive Director Larry Davis reviewed changes to the agenda.

### **ADOPTION OF MINUTES**

**Motion:** Moved by Mrs. Tolas and seconded by Mr. Smith to approve minutes with changes submitted by Mrs. Lamb. Motion carried.

### **CONSENT AGENDA:**

**Motion:** Moved by Mr. Gainer and seconded by Mrs. Lamb to approve the additions to the Consent Agenda. Motion carried.

**Motion:** Moved by Mrs. Tolas and seconded by Mr. Gainer to approve the Consent Agenda with the exception of Tab 5, pulled at the request of Mrs. Lamb. Motion carried.

Following discussion on Tabs 5 and 5A,

**Motion:** Moved by Mrs. Lamb and seconded by Mr. Smith to approve Tabs 5 and 5A. Motion carried.

## **POLICY APPLICATION RELATING TO BASIC EDUCATION ASSISTANCE**

**Tab 11:** Request for waiver of WAC 180-18-040 minimum 180 days school year from Burlington-Edison and North Mason School Districts

Pat Eirish, Program Manager for Basic Education Assistance for the State Board, presented background information for Board members regarding the requests from Burlington-Edison and North Mason School Districts. Following questions from Board members, Mrs. Eirish provided the following information regarding the Burlington-Edison School District request.

The two non-school days utilized for staff curriculum in-service continue to be a real success. The district is providing relief for parents in lessening the frequency of their children's early releases from school as well as providing staff more quality time to work collaboratively on improving student learning. In response to a direct question, the requested third day will not be used solely for entering grades, but will be used to close out all aspects of the first semester as well as lesson planning for the second semester.

**Motion:** Moved by Mrs. Lamb to approve the waivers for Burlington-Edison, with the exception of the third day, and North Mason School Districts. Motion died for lack of second.

**Motion:** Moved by Mr. Smith and seconded by Mrs. Tolas to approve the waivers. Motion carried.

## **POLICY APPLICATION RELATING TO SCHOOL CONSTRUCTION ASSISTANCE**

**Tab 9:** Pending Applications for State Assistance in School Building Construction—Request for Change in Scope from Franklin Pierce and Grandview School Districts

Jim Cooper, Director of School Facilities and Organization for the Office of Superintendent of Public Instruction, presented background information on the requests for change in scope.

**Motion:** Moved by Mr. Smith and seconded by Mrs. Lamb to approve the change in scope for Franklin Pierce and Grandview School Districts. Motion carried.

Questions were raised as to the state's ability to fund the changes in the scope approved for the schools just approved or any others that may come before the Board yet this year. Mr. Cooper noted that he and his staff are developing a supplemental request to what has already been requested in the supplemental capital budget.

## **POLICY APPLICATION RELATING TO BASIC EDUCATION ASSISTANCE**

**Tab 12:** School Districts Recommended for Certification as in Compliance with the Basic Education Allocation Entitlement Requirements 2001-2002 School Year

Pat Eirish, Program Manager, State Board of Education, presented the information regarding districts' compliance with the Basic Education Act requirements. Mrs. Eirish will be providing information via email to Board members regarding out-of-endorsement assignments and other waivers with a full report to the Board at its March meeting. It was suggested by Board members to look at obtaining funding to again do field visits.

## **PUBLIC HEARING ON PROPOSED POLICY AMENDMENTS**

**Tab 13:** Proposed Amendments to WAC 180-78A-220—Program Approval Standards for Approved Preparation Programs; WAC 180-78A-255—Approval Standard – Accountability; WAC 180-78A-261—Approval Standard – Resources; WAC 180-78A-264—Approval Standard – Program Design

Dr. Lin Douglas, Director, Professional Education and Certification, Office of Superintendent of Public Instruction (OSPI), presented information on the proposed changes, which will bring the state more in line with NCATE standards. There has not been a joint college preparation program visit with NCATE (under the 1997 program approval standards). This will happen in April.

**Tab 14:** Proposed Amendments to WAC 180-79A-140—Types of Certificates; WAC 180-79A-231—Limited Certificates

Executive Director Larry Davis presented background information on the proposed changes.

Gary King, WEA, spoke in support of the proposed changes.

**Tab 15:** Proposed Amendments to WAC 180-82-346—Library Media – All Levels Supporting.

Dr. Lin Douglas, Director, Professional Education and Certification, OSPI, provided background information on the proposed changes.

**Tab 16:** Proposed Amendments to WAC 180-79A-030—Definitions

Dr. Lin Douglas, Director, Professional Education and Certification, OSPI, provided background information on the proposed changes.

**Tab 17:** Proposed Technical and Editorial Amendments to Chapters 180-77, 180-77A, 180-78A, 180-79A, 180-82, and 180-85 WAC

Dr. Lin Douglas, Director, Professional Education and Certification, OSPI, provided background information on the proposed changes.

**Tab 18:** Proposed New Chapter—180-82A WAC Performance-based Endorsements on Teacher Certification.

Dr. Lin Douglas, Director, Professional Education and Certification, OSPI, presented written information on the need for the new chapter. Dr. Douglas' written remarks are on file with these minutes. There will be an amendment to divide the middle level endorsement into two endorsements (middle level—humanities and middle level—math/science).

In response to a question from the Board, Dr. Douglas noted that NCATE did not view Washington State's use of credit-based endorsements as a positive element and felt the state should be using competencies. Her division is finding that standards of the various groups needing competencies are changing and our standards need updating. Those going through alternative routes have to meet the same standards. Competencies have to be demonstrated through testing. David Anderson of the Professional Educator Standards Board noted that competencies would be demonstrated through a paper and pencil test. General feeling of the Board was that 180-82-201 be removed and left as guidelines only and not in rule. Executive Director Larry Davis noted that the Mandate Review Committee is recommending that purpose and authority sections be combined.

Randy Hathaway, Executive Director, Washington School Personnel Association, presented insights from the standpoint of his organization. There is support in the field for the standards movement, but anxiety in the field about how it will be accomplished.

Tabs 11 through 18 are brought forward to Friday for adoption consideration.

## **INITIAL CONSIDERATION OF PROPOSED POLICY AMENDMENTS**

**Tab 19:** proposed amendments to WAC 180-24-400—Remote and Necessary Small School Plants—Authority; WAC 180-24-410—Remote and Necessary Small School Plants—Criteria; WAC 180-24-415—Remote and Necessary Small School Plants—Review Committee; Repeal of WAC 180-24-405—Remote and Necessary Small School Plants—Authority

Pat Eirish, Program Manager, State Board of Education, presented background information regarding the proposed rule changes relating to remote and necessary schools. Mrs. Eirish noted that there is a pending application from the Blaine School District for Point Roberts Elementary School.

**Motion:** Moved by Mrs. Lamb and seconded by Mrs. Frank to bring the proposed changes to the March meeting for Public Hearing and Adoption Consideration. Motion carried.



**Tab 20:** Proposed amendments to WAC 180-97-003—Authority; WAC 180-97-010—Definition—Teacher Educator; WAC 180-97-040—Selection of Recipients—Nomination; WAC 180-97-060—Selection of Recipients—Review Committee; WAC 180-97-080—Award for the Teacher Educator; Repeal of sections WAC 180-97-005; WAC 180-97-015; WAC 180-97-020; WAC 180-97-050; WAC 180-97-070; WAC 180-97-090; WAC 180-97-100.

Executive Director Larry Davis presented the information on the proposed changes to Chapter 180-97 WAC. Consensus of the Board was to contact the chairs of the Education and Higher Education Committees of the Legislature prior to finalizing language. Consensus of the Board members was to have the selection for this year follow the selection guidelines to be adopted in March.

**Motion:** Moved by Mrs. Frank and seconded by Mrs. Tolas to bring Tab 20 to the March meeting for Public Hearing and Adoption Consideration. Motion carried.

**Tab 21:** Proposed new SBE policy: New Section WAC 180-52-050—Approved Standardized Tests for Use by Students Receiving Home-based Instruction—Criteria—Examples—Assistance.

Executive Director Larry Davis presented information regarding the proposed changes to the home school testing requirement in WAC. The list will not be in WAC but will be maintained on the web site and in the “pink” book produced by the Office of Superintendent of Public Instruction. The Washington Homeschool Organization (WHO) may also be a reference for a web site.

Warren T. Smith, Sr. reviewed the work of the State Board’s Mandate Review Committee and presented changes recommended by the Committee through Linda W. Lamb:

“Pursuant to RCW 28A.200.010 (3) the state board of education will provide a list of normed standardized achievement tests that a parent may use to assess and determine if their child is making reasonable academic progress. The state board of education shall maintain for information purposes and updated list of normed standardized achievement tests. The list shall be made available on the web page of the state board, included in ‘Washington’s State Laws Regulating Home-Based Instruction’ published by the superintendent of public instruction, and provided on request. Parents may contact the state board of education office for assistance in determining if a test is normed and standardized. A test may be added to the list by application.”

**Motion:** Moved by Mrs. Frank and seconded by Mrs. Tolas to bring Tab 21 back to the March meeting for Public Hearing and Adoption Consideration. Motion carried.

Following extensive discussion by the State Board on who decides if a test is normed and standardized, what are the criteria, and how can a test be added, it was

**Motion:** Moved was amended by Mr. Gainer and seconded by Mrs. Lamb to direct staff to rework the language and bring it to the March meeting for Initial Consideration. Concern centered on the approval of the list by the State Board of Education and what tests should be on the list and how they are determined to be normed and standardized. Motion as amended carried.

## **FINAL REPORT OF ACCREDITATION COMMITTEE AND INITIAL CONSIDERATION OF PROPOSED POLICY AMENDMENTS**

**Tab 22:** Final Report from the State Board of Education Accreditation Committee, including Proposed Amendments to SBE Policies: Chapter 180-16—State Support of Public Schools; Chapter 180-18—Waivers for Restructuring Purposes; Chapter 180-53—Educational Quality—Self-Study by School Districts; Chapter 180-55—School Structuring

Chair Bobbie May introduced members of the committee present at the meeting: Phyllis Bunker Frank, State Board of Education; Jim Koval, Superintendent, North Thurston; Lorraine Wilson, WSSDA; Dan Sherman, WFIS; Marcia Riggers, OSPI; Gary King, WEA; and Joe Pope, NASCU/AWSP. Chair May reviewed the work of the committee in rewriting the accreditation process. As part of the Basic Education Approval Process, each school in the district would have to have a school improvement plan in place, and it must be data driven and have a positive impact on student learning. Once the school improvement plan is in place, a school could apply for accreditation through the State Board. There would be a site visit to make sure all elements of the improvement plan are in place.

Pat Eirish, Program Manager, State Board of Education, reviewed several items that need to be addressed in the near and distant future in working with the OSPI process and ESDs. She also noted that Jan Leth of Centralia School District was inadvertently left off the list of committee members.

Jim Koval, Superintendent, North Thurston School District, noted that once the OSPI school improvement process aligned along the nine characteristics was introduced everything seemed to fall in place. This will also have an impact on school staff and resources. It allows schools and districts choice as well as aligning with a performance-based system.

Dan Sherman, WFIS, noted that this is a good start but that more work needs to be done.

Joe Pope, AWSP/NASCU, presented written information on the NASCU position regarding the proposed State Board process (on file with these minutes). The future of work with schools and the school improvement process needs to continue. NASCU feels that accreditation should be based on a regional model. Mr. Pope requested that a representative of the State Board serve on the NASCU state commission.

#### NASCU Proposal

- ✓ High school level programs be accredited through NASCU; elementary and middle school level program be accredited through the State Board
- ✓ Non-public (private) school programs be accredited through NASCU
- ✓ Supplementary and alternative programs be accredited through NASCU
- ✓ Third party accrediting organizations be recognized through the existing NASCU process
- ✓ State Board member or designee be appointed to the Washington State Commission of NASCU

Lorraine Wilson, WSSDA, expressed concerns about the mandate of the school improvement process through the basic education requirement. Ms. Wilson suggested checking out the new ESEA law to make sure it aligns with the proposed changes.

In response to a question from the Board, Dr. Koval stated that this will require a realignment of staff/resources. This is a good plan if implemented, but funding needs to go the state office to help with staffing.

Marcia Riggers, OSPI, noted that it looks like the ESEA law will enhance the process developed by the State Board.

Chair May noted that the State Board committee will be developing criteria for third party accreditation along with other items.

**Motion:** Moved by Mr. Gainer and seconded by Mrs. Tolas to bring Tab 22 to the March meeting for Public Hearing and Adoption Consideration. Motion carried.

## GENERAL ADMINISTRATION

### CANDIDATE INTERVIEWS

Donald Parker Interview—Mr. Parker is from Seattle and is a candidate for the Seventh Congressional District on the Board. He is a bus driver for the Seattle School District contract through Laidlaw. President May reminded Mr. Parker that this is a one-year appointment and he would need to stand for election in the fall if selected, and could run for the position if not selected.

### COMMITTEE REPORTS

Warren T. Smith, Sr., Chair, **Equity Committee**, reported on the meeting held on January 10. This was the first meeting with groups dealing with the achievement gap and gender issues. The presentations were from Carol Wynkoop of WSSDA's DMAT Committee and Chris Thompson of the A+ Commission. DMAT has conducted a student summit in which students discuss and draw conclusions on the achievement gap and gender issues. A letter has been sent to Martharose Laffey, Executive Director, WSSDA, to encourage them to have a plenary session on the issues at their fall conference. The committee is getting interest from legislators.

Executive Director Larry Davis reported on the work being done by the **Mandate Review Committee**, providing written information that is on file with these minutes. The committee met on January 8. There are very few chapters left to be reviewed. By the October meeting Chapter 180 WAC should be totally reviewed.

Phyllis Bunker Frank, Chair, **Professional Education & Certification Committee**, reported on the work that has been done by the committee. If a college does not have a major in a certain area and if a candidate come to them with a degree in that major, they cannot offer an endorsement in that field. The questions that have also arisen on superintendents managing certification issues need to be worked on so that little fires are not being chased down.

President May reviewed the schedule for committee meetings during the Board meeting.

### REPORT

Patty Martin, Assistant Executive Director/Legislative Liaison, reported on her presentation to the House Education Committee. Education organizations were asked to present their platform issues. Mrs. Martin presented three areas of concern from the State Board—Certificate of Mastery, A+ Commission bill support, simple majority, and school construction.

Meeting recessed at 5:00 p.m.

Dana Twight Interview—President May reconvened the public meeting of the State Board of Education at 6:09 p.m. at the Ramada Inn Governor House in Olympia. The purpose of the evening meeting was to conduct the final candidate interview for appointment to the Seventh Congressional District position on the State Board. At the conclusion of the interview, President May called the Board into executive session at 6:50 p.m. to discuss the candidates' qualifications. President May reconvened the Board in Open session at 7:05 p.m. for the purpose of officially selecting a candidate. The Board voted to appoint Dana C. Twight to the Seventh Congressional District position on the State Board, the term of appointment to end the second Monday of January 2003 (Both Mrs. Twight and Mr. Ames will have to stand for election in the fall of 2002.)

Meeting recessed at 7:08 p.m.

### Tuesday, January 15, 2002

President Bobbie May opened the meeting at 8:30 a.m. Dana Twight, new Board member from the 7<sup>th</sup> Congressional District, was administered the oath of office by Dr. Gary Livingston, Superintendent of ESD 113 Olympia. Dr. Livingston thanked the Board for the good work they are doing. At the request of President May, Warren T. Smith Sr. will serve as the mentor to the new Board members.

Members Present: Ken Ames, Phyllis Bunker Frank, Gary Gainer, Linda W. Lamb, Bobbie May, Tom Parker, Warren T. Smith Sr., Dana Twight, Ron Woldeit, Assistant Superintendent Marcia Riggers and Deputy Superintendent Tom Kelly for Superintendent Terry Bergeson, OSPI; and Student Representatives Lacey Androsko and David Peterson

Staff Present: Larry Davis, Patty Martin, Pat Eirish, Laura Moore

## **REPORT**

### **WASHINGTON INTERSCHOLASTIC ACTIVITIES ASSOCIATION (WIAA)**

Mike Colbrese, Executive Director of WIAA, presented his written annual report to the State Board. (Report is on file with these minutes.) Included in the report is an update on the ejection report from last year as well as those for seasons completed this fall. Following the season, WIAA held a Soccer Summit for the coaches, referees, and

administrators to help eliminate ejection problems. Mr. Colbrese reviewed the appeals statistics for Board members. It was noted that, in dealing with academic eligibility, about 50% of the districts have stronger requirements than WIAA. The transfer rule is the one most appealed because of the mobility of students. Mr. Colbrese reviewed the Title IX Summit held in December involving OSPI and the Office of Civil Rights.

Mr. Colbrese complimented Darcy Lees, Program Supervisor for Equity Education at OSPI, on her work and on the cooperation between OSPI, Office of Civil Rights, and WIAA.

Mr. Colbrese reviewed the amendments that will be considered at the Representative Assembly. Two of the amendments deal with relationship with public and private schools. Number 4 shrinks the boundary for eligibility. Proposed Amendment #12 separates public and private schools during post-season play. In response to a question from the Board, Mr. Colbrese noted that many kids are opting out of sports because they do not want the structure present in WIAA-type sports. Mr. Colbrese reported that the academic competition is still very active, but the activities are not sanctioned by WIAA.

## **WORK SESSION ON ASSURING EVERY STUDENT LEARNS**

### **WASHINGTON STATE COMMISSION ON ASIAN PACIFIC AMERICAN AFFAIRS**

Ms. Miebeth Bustillo-Hutchins, Executive Director of the Commission on Asian Pacific American Affairs, presented information on the communications involving Asian Pacific Americans. Ms. Bustillo-Hutchins is also a member of the Asian Pacific American Think Tank and the multi-racial think tank. Ms. Bustillo presented written information on Asian Pacific American affairs.

Asian Pacific Americans are the fastest growing minority population. Most are concentrated on the West coast of the United States (Washington, Oregon, California, and Hawaii). There are three general ethnicities—Pacific Islanders (Hawaiians, Samoans, and Guamjanians); Southeast Asians (Vietnamese, Thai, Cambodian, Laotian, Burmese, and Filipinos); and East Asians (Chinese, Japanese, and Korean).

Communication challenges:

- ✓ Cross cultural communication is a fundamental challenge in the education of Asian Pacific Americans
- ✓ Teachers as experts (teachers who ask for help are seen as incompetent)
- ✓ Cultural references
- ✓ Values and beliefs—the problem of shame
  - Compatibility can hide serious obstacles
  - Entrenched belief that psychological disorders are a manifestation of organic disorders
  - Language
  - Hidden Culture
  - Orientation to Time
  - Communication (agreement is not always understanding of what is being asked)
- ✓ Asian Pacific American background and life experience

Addressing unique Asian Pacific Americans educational needs:

- ✓ Personal reflection
- ✓ Partnerships with community organizations in the United States
- ✓ Information gathering
- ✓ Revisit Essential Academic Learning Requirements (involve minorities in the development of EALRs)
- ✓ Parent involvement (cultural interpreters)
- ✓ Overcoming stereotypes
- ✓ Accurate evaluation of children

The pool of cultural interpreters is small. There is also a problem getting parents to the schools to work with teachers (many work multiple jobs and need to have schools open evenings or on weekends). The best way to tap into them is through the community organizations. South Asia is considered the Indian continent (India, Pakistan, Bangladesh, etc.).

## **REPORT**

### **ADVANCED PLACEMENT**

Larry Norwood, Program Specialist; and Dr. Kathleen Plato, Program Specialist, OSPI presented information to the Board on Advanced Placement (AP) issues.

The Adelman Report noted that the best predictor of obtaining an advanced degree at college is the academic rigor of classes taken in high school. Seventy percent of high school graduates go to college—30% need remediation; 30% attain degrees. Students need more than 1 AP course; 4 years math (trig or higher); 4 years of English; 2 years each of science, foreign language, and history/social studies.

Advanced Placement is college level course work offered at the high school which may allow advanced placement in college; mastery demonstrated through a system of

exams, and national system developed and administered by the College Board in cooperation with high schools, colleges, and universities. Passing the AP tests does not mean automatic college credit—college credit is determined by the college the student will attend. Offering Advanced Placement classes is at the discretion of the high school, not mandated by the state.

Upon attaining the CoM in 10<sup>th</sup> grade, students will face a challenge gap; The College Board has developed 35 Advanced Placement courses to academically challenge students; AP is an alternative to leaving the high school campus for college work. AP courses are nationally standardized. Grants have been obtained for training of teachers (two year process for certification). The increases in African American and Hispanic students are not being matched by Native American students. The Advanced Placement Incentive Project (APIP) grant targets low-income and minority students. Vertical teams (teachers at middle level and high school) align curriculum from 6<sup>th</sup> grade upward to help prepare students for AP classes. Apex Learning provides AP classes online. The goals are to increase the number of low-income students taking pre-AP, AP courses and exams; increase AP offerings at schools; increase teacher training. The new Elementary and Secondary Education Act places AP under Title 1 rather than under higher education. It will target low-income and minorities.

AP is an indicator of high school quality (accreditation, accountability); AP mitigates effects of SES (equity, disproportionality); AP increases student attainment of Bachelor's Degrees (graduation requirements); AP is an opportunity for college/university credit.

The AP website is [www.k12.wa.us/ap](http://www.k12.wa.us/ap). Starting this spring Washington will be featured on The College Board website, AP Central.

## SESSION REPORT

Tom Parker reported on the Legislation Committee meeting on Monday evening as well as the opening of session. The House is 50/48 Democratic control. There are seven new members in the House (4 Democrats/3 Republicans). About half the Democratic caucus has never voted in the majority. In the Senate, one member want the majority on the Transportation and Ways & Means committees moved from 3 to 1. The \$1.25B shortfall is worse (\$2B). Priorities: Keeping the CoM on track; common school construction-maintaining the current funding (need to determine what we can do to maintain funding and what the impact and long term impacts); A+ Commission's accountability bill support; and simple majority support. We will be looking at other issues in light of the Board's priorities.

Staff will work with the chairs of the State Board committees when legislation comes up to help determine positions. The chairs have the support of the leadership to make decisions; same when staff has to make decisions in lieu of input from the leadership. Chairs of the State Board committees will be asked to come down and present the position of the Board; President May is the second in line; chair of the Legislation



Committee (Tom Parker) is next in line; staff is the last. The Board wants to limit the amount of time that staff testifies; staff can sign on in support or opposition. All members need to be aware when issues come up so that members can be knowledgeable when visiting legislators.

Staff will be sending out weekly updates via email to Board members. It will tie legislation to the Board priorities and keep members up-to-date. Decisions will come down about day 56-57 with the possibility of not having seen the decisions during the rest of the session.

These are ongoing priorities of the Board. We only have one bill for which we are getting sponsors—year around calendar. The reclassification bill, if not worked on this year, needs to be a focus next year. Simple majority—you can't do simple majority for levies and not for bonds (programs versus buildings). The CoM and common school construction fund are the Board's top two priorities. President May asked that Mrs. Tolas spend more time on the capital budget discussion during her report on Wednesday. This is a work in progress and the priorities will be refined as the session progresses.

**Motion:** Moved by Mr. Woldeit and seconded by Mrs. Tolas to accept the process and strategies set forth by the Legislation Committee and set down on paper by Executive Director Larry Davis and sent to Board members. Motion carried.

## **POLICY APPLICATION RELATING TO PROFESSIONAL EDUCATION**

**Tab 23**—Vocational-Technical Teacher Certificate Program, Central Washington University (CWU)

Dr. Lin Douglas, Director, Professional Education and Certification, OSPI, presented background information regarding the Vocational-Technical Teacher Certificate Program.

Jan Bowers, Program Administrator at Central Washington University (CWU) presented information on the program from its inception in 1994. She presented the program philosophy.

Jay Leviton, Vocational Education Director of Renton School District and Regional Coordinator, presented information on the need for qualified vocational-technical instructors throughout the state. The program is a competency block certificate program for teacher preparation designed for individuals with business or industry experience who wish to teach their professional skills. The classes taken give the candidates the basic teaching methodology. Students are assessed on classroom activities (demonstration, written and oral presentations, tests/quizzes, and projects), portfolio (master list of assignments; assignment assessment rubrics; practicum).

Sandy Colson, Program Manager, CWU, presented the admission requirements for the program (work experience as well as education—transferable degree or passing of the Asset or Compass tests). Each of the candidates has to demonstrate certain learning outcomes (state learning goals; learning environments; student characteristics and related instructional strategies; partnerships; law; issues of abuse; etc.).

John Lender, Regional Coordinator from New Market Skills Center, introduced a former student in the program. Phoebe Martinson, New Market Skills Center, described her experiences while in the program. Mr. Lender explained CWU Blackboard System for internet training of the students—provides classroom training, chat rooms, etc.

**Motion:** Moved by Mrs. Lamb and seconded by Mrs. Tolas to approve Tab 23.  
Motion carried.

**Tab 24—Request for Approval of the Professional Teacher Certificate Program from Western Washington University**

Joanne Sorensen, Program Specialist, Professional Education and Certification, OSPI, introduced Western Washington University personnel who presented information on the program.

Dr. Chuck Atkinson, Interim Associate Dean of Woodring College of Education, presented background information on the program and introduced Dana Edwards, Certification Officer, and Carol Gallagher, President of the Professional Education Advisory Board (PEAB). Ms. Gallagher presented information on the work of the PEAB in development of the program. Ms. Edwards presented the program characteristics, personnel involved in the program; partnership structure, six pilot sites; program design, program core, etc.

**Motion:** Moved by Mrs. Frank and seconded by Mr. Woldeit to approve Tab 24.  
Motion carried.

**Tab 25—Request for approval of the Professional Teacher Certificate Program from the University of Washington-Seattle**

Joanne Sorensen, Program Specialist, Professional Education and Certification, OSPI, introduced University of Washington-Seattle personnel who presented information on the program.

Dr. Natalie Gherke, Program Administrator, University of Washington program, introduced the program and the PEAB. Rosemary Sheffield outlined the program components. One of the components is online mentoring by a master teacher in the same field as the candidate.

**Motion:** Moved by Mrs. Frank and seconded by Mr. Gainer to approve Tab 25-University of Washington program. Motion carried.

Suggestion from the Board: explore having a permanent set up for Power Point presentations.

## **REPORTS**

### **ACADEMIC ACHIEVEMENT AND ACCOUNTABILITY COMMISSION** **(A+ COMMISSION)**

Mr. José Gátan, Chair of the A+ Commission, thanked the Board for the chance to update members on the work of the Commission. He also thanked members of the Equity Committee for the opportunity for Executive Director Chris Thompson to present information on the work of the Commission.

Mr. Gátan noted that the Commission is working in a new phase. During the 2003 session of the Legislature, the Commission will be working on getting a new system of accountability in place to help students in Washington State. This year the Commission is focusing on finding out what has happened to the underrepresented/underserved students. All agencies dealing with students and families should be involved in education. The Commission will be looking at disproportionality, equity issues, dropout issues, and alignment of all the services needed for a total education. Accountability must be by and for all of us (legislators, educators, elected officials, business leaders, students, parents, and community members at large).

Commission work:

- ✓ Annual report—progress, findings, recommendations
- ✓ Progress of schools, districts—62.5% of elementary schools met reading goal; 65% of districts met 4<sup>th</sup> grade reading goal; goal-meeting districts averaged 43.6% improvement; full progress report
- ✓ State-level progress in 2001--\$2.8 million focused assistance provided by Legislature; improvement goals adopted: reading and mathematics, grades 4, 7, 10
- ✓ Findings: achievement gap—large, persistent, unacceptable; African-American, American Indian, Hispanic student achievement far lower than White and Asian Pacific American achievement; economically disadvantaged student achievement gap unknown
- ✓ Some gaps growing—4<sup>th</sup> grade mathematics gap is growing even though there is achievement by the minority students
- ✓ Some areas have no apparent trend—7<sup>th</sup> grade reading and 10<sup>th</sup> grade mathematics

- ✓ Special programs—limited English proficient students; special education students; migrant students

#### Recommendations—Short Term

- ✓ The Commission recommends that the Legislature modify the Commission's authority to set performance improvement goals in order to clearly allow the goals to relate not solely to schoolwide and district-wide averages of all students, but also to apply to each significantly sized sub-group of students who are presently disproportionately underachieving.
- ✓ No consequences at this time for meeting or not meeting goals.
- ✓ The Commission recommends that the Legislature extend the Commission's goal setting authority to permit adoption of goals for reducing the dropout rate in secondary schools (that is, middle schools, junior high schools, high schools)

#### Goals Targeting Achievement Gap Reduction

- ✓ Student privacy standard: 10 or more students
- ✓ Distribution of students of color

#### Recommendations—Long Term

- ✓ Revisit Comprehensive Accountability System in 2003

## **POLICY APPLICATION RELATING TO PROFESSIONAL EDUCATION**

### **Tab 26—Site Visit Reports for Walla Walla College and Antioch University**

Dr. Lin Douglas, Director, Professional Education and Certification, OSPI, presented information on the visiting team recommendations from visits to Walla Walla College and Antioch University.

Walla Walla College—Teacher, Principal, Counselor, and Social Worker Preparation Programs were reviewed by the site visit team. President May reviewed the process for Board Members. Five standards were applied to each of the programs.

- ✓ Teacher Education Program—Areas of concern were identified that will be addressed by the institution.

**Motion:** Moved by Mr. Gainer and seconded by Mr. Woldeit to approve the Teacher Preparation Program for five years. Motion carried.

- ✓ School Counselor Program—several unacceptable ratings. Program has undergone several personnel changes and emphasis change to clinical rather than school counseling.

**Motion:** Moved by Mrs. Frank and seconded by Mr. Woldeit to rescind approval of the school counselor program until they can bring an agreement to the Board for

improvement of the program no later than the commencement of the succeeding academic year or six calendar months, whichever is later. Motion carried.

- ✓ Principal Preparation Program—several weaknesses were encountered; work well with denominational candidates, but did not work well with public school principals.

**Motion:** Moved by Mr. Smith and seconded by Mrs. Lamb that the Principal Preparation program at Walla Walla College be approved for one year and that a site visit be undertaken at the end of that time. Motion carried.

- ✓ Social Worker Program—good program.

**Motion:** Moved by Mrs. Lamb and seconded by Mrs. Tolas to approve the social worker program at Walla Walla College for five years. Motion carried.

Antioch University—As part of the visit, Antioch asked to have their name removed from the list of approved principal preparation programs.

**Motion:** Moved by Mr. Smith and seconded by Mr. Gainer to remove Antioch University's principal preparation program from the list of approved programs maintained by the Office of the Superintendent of Public Instruction. Motion carried.

- ✓ Teacher Preparation Program—Mr. Smith was the State Board representative on the site visit team. He recommended continuation of approval of the program.

**Motion:** Moved by Mrs. Tolas and seconded by Mrs. Frank to accept the recommendations for approval of the Antioch University Teacher Preparation Program for five years. Motion carried.

## **REPORTS**

### **UPDATE FROM THE PROFESSIONAL EDUCATOR STANDARDS BOARD**

Jennifer Wallace, Executive Director, Professional Educator Standards Board (PESB), reported on two major issues—alternative routes and legislative agenda.

#### *Alternative Routes*

November 16 was the deadline for receipt of applications for partnership programs for alternative routes; three were funded. The paraeducator program is accepting applications for special education and ESL. The RFP for the Group 3 (change of career) is on the website. By the 2003-04 school year, there will be 185 new teachers through alternative routes in Washington classrooms.

### *Legislative Agenda*

The Standards Board is going to the Legislature with two no-cost bills. Hiring of principals—the change would allow others than those who hold a valid teaching certificate to be certified as principals. Educational Staff Associates (ESAs) would have to have school-based instructional experience. Standards of the programs are not being compromised. The bill has broad support from all education groups.

Extension of Residency Certification Subject Matter Assessment—the Standards Board is asking the Legislature for an extension to 2005 to align it with what the State Board is doing in its work on competency endorsements.

The budget language for increases in salaries for the teachers that pass national board certification is only good for the biennium.

President May asked that Dr. Douglas prepare a Certification 101 presentation for Board members.

### **STATE BOARD OF EDUCATION CERTIFICATE OF MASTERY COMMITTEE**

Chair Gary Gainer and Consultant Geoff Praeger presented information on the current work of the Certificate of Mastery Committee.

Three parts to the feasibility study

- ✓ Is WASL technically valid and reliable?
- ✓ Opportunity to learn (Are students being provided a reasonable opportunity to learn the EALRs?)
- ✓ Alternative method(s) to demonstrate EALR mastery to earn the CoM

Mr. Praeger reviewed the opportunity to learn study development steps. The high school diploma is considered property and property rights are attached and due process must also be attached.

Legal Issues:

Evidence that EALRs were taught

- ✓ Can be shown in the curriculum
- ✓ Teachers have the training to deliver
- ✓ Assessed regularly

Notification

- ✓ Tell students requirements 4 years before graduation
- ✓ Assess student needs and tell them where they stand

Provisions of second chances

- ✓ Retesting opportunities
- ✓ Remedial opportunities

There will be a sample of the state through the survey. The survey will be available to districts to use to see where they are in comparison to the state.

Groups to be sampled

- ✓ Teachers—elementary, middle school, high school
- ✓ Students—grades 5, 8, 11
- ✓ Parents
- ✓ Principals—elementary, middle school, high school
- ✓ Central Office—superintendents, curriculum directors, assessment coordinators, special education directors
- ✓ School Board Members

Dr. Bergeson, Geoff Praeger, and Gary Gainer are presenting to the House Education Committee for an hour in the morning and two hours to the Senate Education Committee in the afternoon on Wednesday, January 16.

Meeting recessed at 5:53 p.m.

Wednesday, January 16, 2002

President May reconvened the Board at 8:37 a.m.

Members Present: Ken Ames, Phyllis Bunker Frank, Gary Gainer, Linda W. Lamb, Bobbie May, Warren T. Smith Sr., Carolyn Tolas, Dana Twight, Ron Woldeit, and Student Representatives Lacey Androsko and David Peterson

Staff Present: Larry Davis, Patty Martin, Pat Eirish, Laura Moore

## **2002 TEACHER OF THE YEAR**

David McKay, Washington State 2002 Teacher of the Year and English Teacher at A.J. Weatherwax (Aberdeen) High School, Aberdeen School District, presented information to the members of the State Board.

Mr. McKay related that his students test individually and as a group, they do writing projects individually and as teams. His students are involved in Food Bowl efforts with Hoquiam High as well as the cancer Run for Life and other charities in the community. His students have been involved in senior projects through collaborative research. Over the last few years 25 projects have changed the school or the community. He is helping his students publish their writing assignments. The first book, *Lutefisk for the Bobcat Soul*, sold out and they are now working on a second edition, *Lutefisk for the Bobcat*

*Soul—Phoenix Edition*. They have also published another book and are working on a Grays Harbor wisdom book. Mr. McKay runs his classrooms on the premise of a sports team.

Mr. McKay shared his thoughts on why he was selected as teacher of the year. He tries to be a colleague as well as a teacher to his students. He is concerned about the academic as well as personal welfare of his students. He shows his students everyday that failure is only temporary, you dream big dreams, and you work for what you want. Mr. McKay noted that the community really has been supportive of the school and teachers in recovering from the recent fire.

Success: love of the students; students know that the teacher likes them; students know intuitively when they are not liked. (Copy of presentation on file with these minutes.)

## **ADOPTION CONSIDERATION OF PROPOSED POLICY AMENDMENTS**

**Tab 13:** Proposed Amendments to WAC 180-78A-220 (Program Approval Standards for Approved Preparation Programs); WAC 180-78A-255 (Approval Standard—Accountability); WAC 180-78A-261 (Approved Standard—Resources); WAC 180-78A-264 (Approved Standard—Program Design)

**Motion:** Moved by Mrs. Frank and seconded by Mr. Smith to accept the proposed changes outlined in Tab 13. Motion carried on a roll call vote of 8 yes; 2 excused.

**Tab 14:** Proposed Amendments to WAC 180-79A-10 (Types of Certificates) and WAC 180-79A-231 (Limited Certificates)

**Motion:** Moved by Mrs. Frank and seconded by Mr. Smith to adopt the proposed changes to Tab 14. Motion carried on a roll call vote of 8 yes; 2 excused.

**Tab 15:** Proposed Amendments to WAC 180-82-326 (Library Media—All Levels)

**Motion:** Moved by Mrs. Frank and seconded by Mrs. Tolas to adopt the proposed changes to Tab 15. Motion carried on a roll call vote of 8 yes; 2 excused.

**Tab 16:** Proposed Amendments to WAC 180-79A-030 (Definitions)

**Motion:** Moved by Mrs. Frank and seconded by Mr. Woldeit to adopt the proposed changes to Tab 16. Motion carried on a roll call vote of 8 yes; 2 excused.



**Tab 17:** Proposed Technical and Editorial Amendments to Chapters 180-77, 180-77A, 180-78A, 180-79A, 180-82, and 180-85 WAC

**Motion:** Moved by Mrs. Frank and seconded by Mrs. Lamb to adopt the proposed changes to Tab 17. Motion carried on a roll call vote of 8 yes; 2 excused.

**Tab 18:** Proposed New Chapter 180-82A WAC (Performance-based Endorsements on Teacher Certificates)

**Motion:** Moved by Mrs. Frank and seconded by Mr. Woldeit to adopt proposed changes to Tab 18.

**Motion:** Moved by Mrs. Frank and seconded by Mr. Smith to eliminate WAC 180-82-004 and combine it with WAC 180-82-002. Motion carried.

**Motion:** Moved by Mrs. Frank and seconded by Mr. Smith to eliminate WAC 180-82-021. Motion carried.

**Motion:** Moved by Mrs. Frank and seconded Mr. Woldeit that under Tab 18, page 3, subsection of WAC 180-82A-202, after “Middle level” strike “.” And insert “;  
(a) Middle level—Humanities.  
(b) Middle level—Math/science.” Motion carried

**Motion:** Moved by Mrs. Lamb and seconded by Mr. Smith to adopt Tab 18 as amended. Motion carried on a roll call vote of 8 yes; 2 excused.

## **SCHOOL CONSTRUCTION 101**

Jim Cooper, Director, and Brenda Hood, Assistant Director, School Facilities and Construction, Office of the Superintendent of Public Instruction (OSPI), presented information on school construction in Washington State. (Written materials on file with these minutes.)

Community vision—interdependence

All children can learn if provided the appropriate environment

Challenge: advance the vision of achieving student excellence through properly built and maintained facilities

- ✓ Are we thinking about how schools can help learners learn?
- ✓ How do we apply research on school buildings to improve education?

School facilities program goals and strategies

- ✓ Goal 1: complement and support the state's education reforms policies and state's learning goals, hand in glove with superintendent's plan
- ✓ Goal 2: Ensure quality schools are built and maintained as an important investment in the education of our children
- ✓ Strategy 1: Regain equitable cost sharing between state and local level
- ✓ Strategy 2: Assist school districts in providing and maintaining quality schools

The Vision: Design/Construction Process—21<sup>st</sup> Century School Facility; Quality Learning Output—Life Cycle Cost; Value Engineering; Building Commissioning; Constructability Review; Construction Management; Student Learning Studies Feedback—Vision (Ed Specs); Dollars; Site; Material; Labor Input—Process—...

Mrs. Hood reviewed the history of the school construction fund along with the age of buildings, population forecasts, and a history of bond passage. She also reviewed the development of the School Construction Manual. She reviewed the funding sources, what the Board will fund and what is required for a new or remodeled building. School construction uses a linear forecast for projecting enrollment. OSPI does not have the economists on staff to do a full forecast because of the funding involved. Mrs. Hood also reviewed the criteria for applying for state funds. Washington State is behind the national average of square foot allocation allowance per student.

Match ratio—is the percentage of the matchable amount of the project costs that will be paid for by the state. The ratio varies in relation to the local district's relative wealth compared to the rest of the state in terms of dollars of assessed property value per student. Statewide match ratios average 50%, but vary from a mandated minimum of 20% to 100%. The variation in match ratios equalizes the differences between local districts.

Mrs. Hood closed her presentation with a review of staff and their positions as well as the regional coordinator program.

### **SUPERINTENDENT BERGESON'S LEGISLATIVE PROGRAM**

Ken Kanikeberg, Executive Director, Policy and Partnerships, OSPI, presented Superintendent Bergeson's legislative priorities for the 2002 session. (Written information on file with these minutes.)

- ✓ Maintain funding for public schools and sustain the integrity of Initiatives 728 (class size) and 732 (COLA)—Budget (stay the course for kids); Health Care; Simple Majority
- ✓ Implement meaningful systemic change for school improvement—Curriculum Alignment; Regional Assistance; National Board Certification
- ✓ Restore funding for development and scoring of state assessments—Assessment System Funding; Scoring Center
- ✓ Maintain OSPI support to school districts and schools

- ✓ Identify actions required to implement the reauthorized federal Elementary and Secondary Education Act and take action as needed
- ✓ Explore ways to promote the long-term stability of our tax system

Based on the new federal legislation, Superintendent Bergeson is asking legislators to take their time about making decisions, not supplant state funds. There are new requirements coming from the federal level that will need the additional funding and additional staff.

The Office of the Superintendent of Public Instruction has undergone some staff reductions in the last year and more are proposed. The simple majority is on the board this year because of the initiatives that have passed allowing other taxing districts to increase taxes without a super majority.

### ***Capital Budget 2001-03—Entire Capital Budget***

Most of the budget is funded by General Fund-State debt service. The State of Washington no longer has the ability to fund as its bonded indebtedness is at the limit. The governor's solution is to fund the bonds by a dedicated source. Debt limit exists for School Building Construction Account (SBCA), which is funded by General Fund-State. Bonds with dedicated revenue stream, such as Education Construction Account (ECA) lottery proceeds, are not calculated into the debt limit. Revenue taken from School Construction Account to pay for new bond. (Of \$154 million already appropriated from ECA, \$25 million reduction required to pay for bond debt.) Bond funded by newly created Educational Capital Construction Account (ECCA). Debt service paid from lottery revenue to ECA. Additional \$25 million reimburses School Construction program.

Tom Parker, Chair, Legislative Committee, reviewed the plans for the State Board committee including meetings with Governor Locke and members of his staff. The bow wave to hit in 2003 will be three times larger than the deficit faced now, which is approximately \$2B.

## **POLICY APPLICATION RELATING TO SCHOOL FACILITIES**

**Tab 28:** Request for Approval to Alienate Property from Education Service District 123

Jim Cooper, Director, School Facilities and Construction, OSPI, presented background information to Board members.

**Motion:** Moved by Mrs. Tolas and seconded by Mr. Woldeit to approve Tab 28 as presented. Motion carried.

## **GENERAL ADMINISTRATION**

### **HIGH SCHOOL TRANSCRIPTS**

**Motion:** Moved by Mr. Woldeit and seconded by Mrs. Frank that further changes to the state standardized transcript become effective the beginning of the 2003-04 school year and that the current standardized transcript continue to be used now through the 2002-03 school year. Motion carried.

### **REVIEW OF HOUSE EDUCATION COMMITTEE**

Gary Gainer and Larry Davis reviewed what happened during presentation to the House Education Committee. Dr. Bergeson's presentation took longer than planned due to committee questions. The House Education Committee has invited the State Board to a work session on the Certificate of Mastery study.

Simple majority will be heard next week in both the House and Senate. The education associations will be meeting with Rep. Shay Schaul-Burke (D-33) on Monday to discuss the simple majority bill. Higher Education Committee will be holding a work session on teacher certification on January 22. There is also a move to have instructors who do GED classes be certified.

## **COMMITTEE AND LIAISON REPORTS**

Carolyn Tolas, Chair, **Facilities Committee**, reported on what the Facilities Committee has been doing to prepare for the legislative session.

### **March Meeting**

The March meeting is at the same time as the Washington State ASCD state conference in SeaTac. Presenters include Jonathan Kozal and Katie Haycock. The

Board would like to attend the conference to hear the main speakers. The Board also discussed changing the dates of the Board meeting. Staff will do some homework.

### Change of Dates

The Board also wants to take a look at the October/November dates for its meeting.

### Information

President May provided Board members with copies of her remarks at the P16 Policy Roundtable and the WASA survey results.

### Three Messages

1. Regarding the requirement of a School Improvement Plan (SIP): the main message here is that an effective School Improvement Plan has been recommended to the Board as a pre-requisite requirement for accreditation. The SIP would be subject to a site visit to determine that the school's SIP meets certain criteria and is data-driven, with the bottom line being improvement in student learning. Staff is checking current requirements for SIPs in schools as a result of I-728 and any other possible programs; so, the emphasis for all of us is that a public hearing will be held before the SBE in March re having an effective SIP as a pre-requisite for accreditation. Simply put, if passed by the Board in March that an SIP is a pre-requisite for accreditation, we would be looking at "where a school was, where it is, and where it wants to be" in improving student learning and whether their SIP met specific criteria as spelled out in the WAC.
2. The SBE is devoting time at its meetings for a series of presentations to educate our members about the achievement gap in some of our student populations. We have invited the several commissions that advocate and educate for specific student populations to help us with strategies so that we leave no child behind.
3. In these tough state budget times, we are constantly monitoring our own dismal SBE budget to be sure we are using our funds wisely to accomplish the significant responsibilities that we have.

Meeting adjourned at 1:38 p.m.

Im